

Grade 4: Sample Social Studies Extended Response Questions

The following is a sample of a social studies extended response question with a range of student answers. These answers were written by Tennessee students during the field test from the 2014-15 school year and are accompanied by a numeric score and reasoning for the score. The rubric was scored on a 4-point scale.

Please note that during the 2015-16 school year, answers will be scored on a 12-point scale (8 points for content, and 4 points for literacy). This sample from the 2014-15 school year can still be used for reference because it reflects the same expectations for student writing that will be assessed during the 2015-16 school year.

The following extended response question addresses standard 4.67

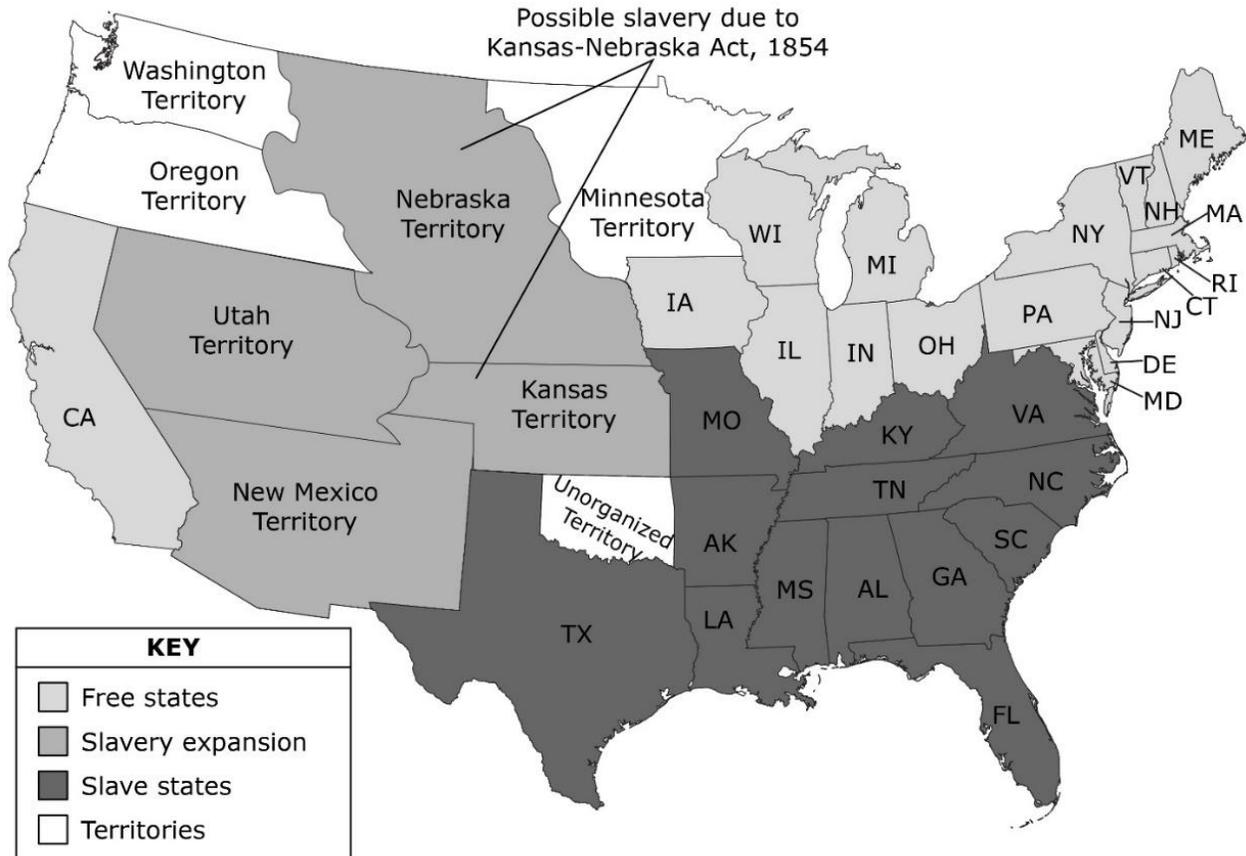
Read the chart, look at the map, and answer the question below.

Explain how the Compromise of 1850 led to the Kansas-Nebraska Act.

- Describe the debate between the Northern and the Southern states over this law.
- Use prior knowledge and evidence from the chart and map to support your response.

The Compromise of 1850	The Kansas-Nebraska Act, 1854
<ul style="list-style-type: none"> • California was admitted to the union as a free state. • The Fugitive Slave Act required the return of escaped slaves. • Unorganized Territories were allowed to vote on slavery. 	<ul style="list-style-type: none"> • Upon entering the union, any new state could vote on slavery. • The Fugitive Slave Act was still enforced.

Slave and Free States and Territories, 1854



The Compromise of 1850	The Kansas-Nebraska Act, 1854
<ul style="list-style-type: none"> • California was admitted to the union as a free state. • The Fugitive Slave Act required the return of escaped slaves. • Unorganized Territories were allowed to vote on slavery. 	<ul style="list-style-type: none"> • Upon entering the union, any new state could vote on slavery. • The Fugitive Slave Act was still enforced.

Sample A:

The outcome of The Compromise of 1850 included The Fugitive Slave Act which required the return of escaped slaves. It also said that California was admitted to the union as a free state. It also allowed unorganized territories, like present day Oklahoma to vote on slavery.

4 years later, The Kansas-Nebraska Act was made. The act still enforced The Fugitive Slave Act and, upon entering the union, any new state could vote on slavery.

I think that the "slave states", which are down south need slavery more than the northern states because there are LOTS of cotton fields in the southern states and there are no cotton fields up north. The southern states need lots slaves to work in the cotton fields. Scince the northern states have no use for slaves, they are against slavery.

The northern staes argued that slavery was wrong, but the southern states said that slavery was a personal right. This argument led to a war which lad to the Yankeys destroying southern homes which is a whole different topic. So as a conclusion the state was divided into parts that liked slavery and states who didn't.

Score Point Content: 3 Literacy: 3

Content: The student in this response demonstrates a general understanding of the content strand. He summarizes each act, using evidence from the stimulus, and gives an adequate explanation. The student also displays an understanding of the historical period related to the question when addressing the element of the question about the states' debate over the Compromise of 1850 (*The northern states argued that slavery was wrong, but the southern states said that slavery was a personal right*).

Literacy: The response includes a conclusion somewhat related to the presentation (*So as a conclusion the state was divided into parts that liked slavery and states who didn't*), and focuses on claims generally related to the question. The student uses some links between ideas (*The act still enforced The Fugitive Slave Act*), and demonstrates a general command of conventions.

Sample B:

The Compromise of 1850 said that unorganized territories were allowed to vote on slavery and that California would be a free state. As well as the Compromise the Kansas-Nebraska Act said that states could chose if they wanted to be a free state. People in the Southern states wanted slavery because they would be the ones farming and cropping so they could get slaves to do it. People in the Northern states didnt have to do all that because they were more improved and they had more mechanical stuff than the south. The slave owners would get mad if their slaves ran away and they thought that if they were found they should get them back and and in the Compromise it said that the Fugitive act would bring back escaped slaves and other people would fight about who had slavery because some wanted slaves to count as represinitives so they made the rule that said you could vote on it.

Score Point Content: 3 Literacy: 2

Content: The student shows a general understanding of the content strand, addresses both the Compromise of 1850 and the Kansas-Nebraska Act, and describes the debate (*People in the Southern states wanted slavery . . . People in the Northern states didn't*), with an adequate explanation.

Literacy: Student links the two acts (*As well as the Compromise the Kansas-Nebraska Act said that states could chose*), but develops the topic with some inadequate support. The introduction and conclusion are limited in their clarity and relation to the presentation.

Sample C:

Some of the outcomes of The Compromise of 1850 were that a new state was joined to the union as a free state it was California. Also Territories that were unorganized now were allowed to vote on slavery. The Fugitive Slave Act stated escaped slaves must come back too. Some of the out comes of the Kansas-Nabraska Act, 1854 were any new state could vote on slavery when comming into the union. Also the Fugitive Slave Act was still working or running. Based on the map above the northern states were all free, so no slaves were there But the southern states were made up of almost all slaves. I can see this in the map above because of the key it shows ME, MA, RI, CT, NJ, DE, MD, NH, NY, VT, PA, OH, IN, MI, IL, IA, and WI are free states and VA, NC, SC, GA, FL, KY, TN, AL, MS, MO, AK, LA, and TX are Slave states except for CA all the southern were Slave states and all the northern were free states. In the Utah, New Mexico, Kansas, and Nebraska Territories there is only a little bit of slavery and the other Territories are just Territories.

Score Point Content: 2 Literacy: 2

Content: The student in this response does not answer the question in the prompt, but summarizes the Compromise of 1850 (*Some of the outcomes of The Compromise of 1850 were*) and the Kansas-Nebraska Act (*Some of the out comes of the Kansas-Nabraska Act, 1854 were*) and lists the slave states and free states as shown on the stimulus map. There is no discussion of the debate. While the student does reference both stimuli, the response lacks depth and detail.

Literacy: The student focuses on topics partially related to the questions and develops it with inadequate support. The introductory sentence (*Some of the outcomes*) and the concluding statement (*there is only a little bit of slavery and the other Territories are just Territories*) have little relation to the information presented. The student does describe some links (*Also the Fugitive Slave Act was still working or running*).

Sample D:

The Compromise was to inforce slavery and the Kansas-Nabraska act was to let states chose wheather they wanted slavery or not.

Anchor Paper 8**Score Point Content: 1 Literacy: 1**

Content: This response demonstrates little to no understanding of the content strand. It does address some elements of the question (*The Compromise was to inforce slavery and the Kansas-Nabraska act was to let states chose wheather they wanted slavery*), but the conclusions are inadequate.

Literacy: The response is too brief to evaluate student's literacy.